

TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L222 / WHAT A LEADER MUST BE, KNOW, DO
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	L203, What a Leader must BE, KNOW, DO, Sep 99
TSP Users	400-PLDC, Primary Leadership Development Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS D BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm): (915) 568-8875 Telephone (DSN): 978-8875</p> <p>e-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

<u>Task Number</u>	<u>Task Title</u>
158-100-1110	Apply the Essential Elements of Army Leadership Doctrine to a Given Situation
158-100-1132	Identify Ways National, Army, and Individual Values and Professional Obligations Relate to Each Other
158-100-1134	Resolve an Ethical Problem
158-100-1135	Apply Leadership Fundamentals to Create a Climate that Fosters Ethical Behavior
158-100-1183	Identify Duties, Responsibilities, and Authority of Officers, Warrant Officers, Noncommissioned Officers, and Civilians

**This TSP
Contains**

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WHAT A LEADER MUST BE, KNOW, DO
L222 / Version 1
01 Oct 2003

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	400-PLDC	1	Primary Leadership Development Course
	400-PLDC (DL) PHI	1	Primary Leadership Development Course Phase I
Task(s) Taught (*) or Supported	<u>Task Number</u>	<u>Task Title</u>	
	158-100-1110 (*)	Apply the Essential Elements of Army Leadership Doctrine to a Given Situation	
	158-100-1132 (*)	Identify Ways National, Army, and Individual Values and Professional Obligations Relate to Each Other	
	158-100-1134 (*)	Resolve an Ethical Problem	
	158-100-1135 (*)	Apply Leadership Fundamentals to Create a Climate that Fosters Ethical Behavior	
	158-100-1183 (*)	Identify Duties, Responsibilities, and Authority of Officers, Warrant Officers, Noncommissioned Officers, and Civilians	
Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>	
Academic Hours	The academic hours required to teach this lesson are as follows:		
		<u>Resident Hours/Methods</u>	
		3 hrs	/Conference / Discussion
	Test	0 hrs	
	Test Review	0 hrs	
	Total Hours:	3 hrs	
Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>	
	Testing (to include test review)	2 hrs 30 mins	WE01 version 1
Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>	
	L221	Introduction to Army Leadership	
Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.		
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.		

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	Chap 2 and App E

Student Study Assignments

Before class--

- Read Student Handouts 1 and 2.

During class--

- Participate in classroom discussion.

After class--

- Turn in recoverable references after the examination for this lesson.

Instructor Requirements

1:8, SSG, PLDC graduate, ITC, and SGITC qualified

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
441-06 LCD PROJECTION SYSTEM	1:16	1:2	No	1	No
559359 SCREEN PROJECTION	1:16	1:2	No	1	No
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:16	1:2	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:2	No	1	No
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:2	No	1	No

* Before Id indicates a TADSS

Materials Required**Instructor Materials:**

- VGTs: 15.
- TSP.

Student Materials:

- Pen or pencil and writing paper.
- FM 22-100, Army Leadership. (Issue to students during inprocessing.)
- Student Handout 2, Leadership Vignettes. (Issue to students during inprocessing.)
- Materials required by the NCOA's SOP.

**Classroom,
Training Area,
and Range
Requirements**

GEN INSTRUCT BLDG (CLASSROOM SIZE 40X40 PER 16 STU)

**Ammunition
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- You must know the information in this TSP well enough to teach from it, not read from it.
- Read and study all TSP material and be ready to conduct the class.

During class--

- Conduct the class in accordance with this TSP.
- This TSP has questions and vignettes to help you generate discussion among the group members. You are encouraged to add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.

After class--

- Collect all recoverable materials after the examination for this lesson.

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/Donald J. Colyer /t/Colyer, Donald J.	GS09	Training Specialist	15 Jul 03
/s/Brian H. Lawson /t/Barnes, Ronnie G.	MSG	Course Chief, PLDC	16 Jul 03
/s/Brian H. Lawson /t/Lawson, Brian H.	SGM	Chief, NCOES	16 Jul 03
/s/Albert J. Mays /t/Mays, Albert J.	SGM	Chief, CDDD	16 Jul 03

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Motivator

Obviously, you have shown your supervisors and chain of command that you have the necessary qualities to lead soldiers. So, ask yourself now, What type of leader do I want to become? What abilities must I have that will separate me from my subordinates? Will I just wear sergeant stripes because of the pay? How would I fare if someone asked my soldiers to evaluate my leadership abilities? The transition from an enlisted soldier to NCO is one of the toughest challenges you will face during your military career, you are no longer a follower, you are a leader.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the student] will:

Action:	Demonstrate the BE, KNOW, DO characteristics necessary to provide effective military leadership.
Conditions:	As a squad leader given a squad of soldiers in a garrison and field environment, FM 22-100, and student handouts.
Standards:	Demonstrated the Army values and attributes that a leader must BE, the skills a leader must KNOW, and the actions a leader must DO to lead soldiers IAW FM 22-100.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

Evaluation

You will take a written examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions to receive a GO.

NOTES:

- Inform the students where the examination will take place as posted on the training schedule and when they will receive feedback on the test. Include any retest information.
- Inform the students that they must turn in all recoverable reference material after the examination.

**Instructional
Lead-In**

In Introduction to Army Leadership, we discussed what leadership is and how the Army supports the development of its leaders. During this lesson we will discuss in depth what characteristics an effective leader must have. You will learn the importance of doing a self-assessment. You will examine what it truly means to set the example. You will determine what a leader must BE, KNOW, DO about the job and soldiers. Finally, we will discuss why you must provide direction, motivation, and purpose for your soldiers and give you the chance to analyze how you measure up to "What a leader must BE, KNOW, DO."

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Interpret what a leader NCO must BE.
CONDITIONS:	As a squad leader given a squad of soldiers in a garrison and field environment, FM 22-100, and student handouts.
STANDARDS:	Interpreted the seven Army values and three leader attributes of what a leader must BE IAW FM 22-100.

1. Learning Step / Activity 1. The Army Values
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 45 mins
Media: VGT-1 thru VGT-9

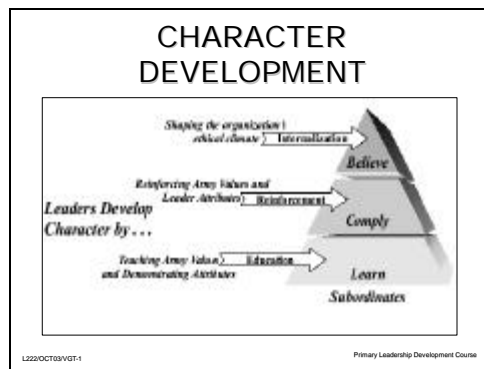
NOTE: Ask the students what is character and give them a few minutes to think about the question before soliciting their responses.

Character describes a person's inner strength, the BE of BE, KNOW, DO. Your character helps you to determine what is right, and it links that knowledge to action. Regardless of the circumstances or the consequences you are facing, it gives you the courage you need to do the right thing.

Your behavior reflects your character. A key responsibility of a leader is to teach the Army values to your subordinates and to demonstrate them through your actions and not just words. You must embrace the Army values and continuously develop your leader attributes.

Ref: FM 22-100, p 1-6, para 1-22 thru 1-24

SHOW VGT-1, CHARACTER DEVELOPMENT



Ref: FM 22-100, p E-1, Fig E-1

Using the pyramid, you can see that from the day you entered the Army, the Army began building on your character. While the Army emphasizes the relationship between character and competence, it is character that the Army deems more critical.

You are responsible for refining the character of your soldiers. You teach and reinforce the Army values to every member in your squad. It is your duty to lead by example and ensure your soldiers adhere to the principles of Army values.

Leaders teach moral principles, ethical theory, Army values, and leadership attributes. Leaders also reinforce values and they discipline behavior to guide subordinates' development by enforcing rules, policies, and regulations. You promote Army values by setting the example and pointing out other examples of Army values in both normal and exceptional activities.

Leaders shape the ethical climate by doing the right thing for the right reason. You must act ethically, no matter the situation, in order to maintain an ethical climate that supports development of character. You foster such a climate through role modeling, teaching, and coaching.

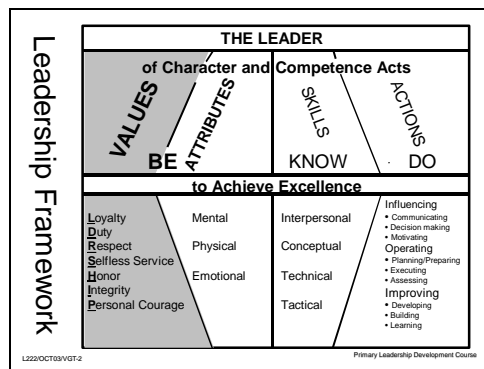
Once soldiers believe and demonstrate the Army values, they are soldiers of character. As an Army leader, the Army charges you with the essential role of developing character in others.

Ref: FM 22-100, p E-1, para E-1 thru E-11

REMOVE VGT-1

SHOW VGT-2, LEADERSHIP FRAMEWORK, VALUES

NOTE: Call on a student to read the values on the VGT.



Ref: FM 22-100, p 2-2, Fig 2-1

Former SMA Robert E. Hall said, "If you spell out leadership as LDRSHIP, each one of those letters spells out the Army values: **L**oyalty, **D**uty, **R**espect, **S**elfless service, **H**onor, **I**ntegrity, and **P**ersonal courage. The Army has always had values, dating back to Baron von Steuben at Valley Forge in 1778 when he established those attributes and traits that an NCO should have. The values apply to every soldier who wears the uniform, from E-1 through O-10, active, guard, and reserve. Army Chief of Staff General Eric Shinseki will live by the same set of values that he expects every private to live by, and I'll do the same. The Army values are leadership; leadership is Army values." Looking at VGT-2, you see that character consists of values and attributes and they are the BE of BE, KNOW, DO.

The Army values remind us and tell the rest of the world (the government we serve, the nation we protect, and even our enemies) who we are and what we stand for. The trust soldiers have for each other and the trust the American people have in us depends on how well we live up to Army values. They are the fundamental building blocks that enable us to know right from wrong in any situation. Army values are consistent and support one another. You can't follow one value and ignore another. Remember this acronym LDRSHIP and you will always be able to recall the seven Army values. Let's discuss each of these values.

Ref: FM 22-100, p 2-2, para 2-5

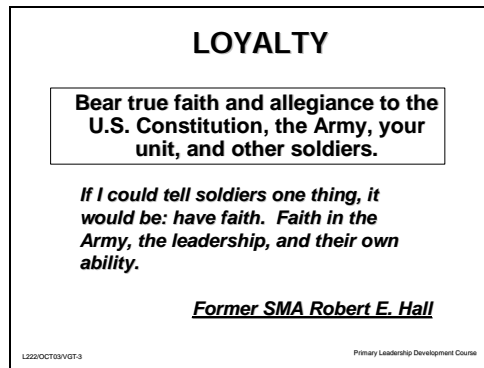
REMOVE VGT-2

NOTE: Tell the students to go to Student Handout 2 and call on a student to read Vignette 1, Duty – Honor – Country on page 2-2. For the next couple of minutes, generate a discussion on which Army values they can identify in GEN MacArthur's speech.

NOTE: There is no right or wrong conclusion to the vignette; the purpose of the vignette is to stimulate the group's discussion on the Army values.

SHOW VGT-3, LOYALTY

NOTE: Call on a student to read the VGT.



Ref: FM 22-100, p 2-3

The Army, since the beginning of this great country, has always respected its place in subordination to a civilian political leadership. This subordination is fundamental to preserving the liberty of all Americans.

When you joined the Army, you took an oath and swore allegiance to the Constitution. Loyalty is a two way street, you should not expect loyalty if you do not give it as well. You can neither demand loyalty nor gain it from your soldiers by talking about it. The loyalty of your soldiers is a gift they'll give you when, and only when, you deserve it--when you train them well, treat them fairly, and live by the concepts you talk about. Leaders who are loyal to their subordinates never let anyone misuse them.

Soldiers fight for each other; loyalty is commitment. Loyalty extends to all members of all components to include the Army National Guard and Army Reserve. They all play an increasingly active role in the Total Force's mission.

Ref: FM 22-100, p 2-3, para 2-8 thru 2-12

REMOVE VGT-3

SHOW VGT-4, DUTY

NOTE: Call on a student to read the VGT.

DUTY

Fulfill your obligations.

It is difficult to be a good noncommissioned officer. If it had been easy, they would have given it to the officer corps.

Former SMA William A. Connelly

L222OCT03/VGT-4 Primary Leadership Development Course

Ref: FM 22-100, p 2-4

Duty begins with everything required of you by law, regulation, and orders; however, it includes much more than that. Professionals never settle for second best, they meet the standards by performing to the best of their abilities. Soldiers must commit to excellence in all aspects of their professional responsibilities so that when they finish the job, they can look back and say, "I couldn't have given anymore." You must take the initiative and determine what you need to do before someone tells you what to do. What's more, take full responsibility for your actions and those of your subordinates. You should never shade the truth to make your unit look good or even to make your subordinates feel good. By doing your duty, you set the example for your soldiers to follow.

Ref: FM 22-100, p 2-4, para 2-13 and 2-14

NOTE: Tell the students to go to Student Handout 2 and call on a student to read Vignette 2, 9-11 hero recalls Pentagon tragedy on pages 2-3 and 2-4. For the next couple of minutes, generate a discussion on which Army values they can identify from SSG Braman's actions.

NOTE: There is no right or wrong conclusion to the vignette; the purpose of the vignette is to stimulate the group's discussion on the Army values.

REMOVE VGT-4

The next value we will talk about is respect.

SHOW VGT-5, RESPECT

NOTE: Call on a student to read the VGT.



Ref: FM 22-100, p 2-5

Respect for individuals' forms the basis for the rule of law, and the very essence of what makes America. In the Army, respect means recognizing and appreciating the inherent dignity and worth of all people.

This value reminds you that your people are your greatest resource. You must honor everyone's individual worth by treating all people with dignity and respect. Also, realizing that you deal with people that have a wide range of ethnic, racial, and religious backgrounds. The Army tolerates the beliefs of others as long as they don't conflict with the Army values and they are not illegal or unethical. One of the ways to help avoid misunderstandings arising from cultural differences is to actively seek ways to learn about your soldiers.

Learning about the background of your soldiers shows them that you care and you are sensitive to their feelings. In many cases, the respect you give them will provide your soldiers with a sense of appreciation. This appreciation can remove

many barriers and create an environment that challenges your subordinates and reduces discipline problems and equal opportunity issues. Always remember that respect is an essential component for the development of disciplined, cohesive, and effective warfighting teams.

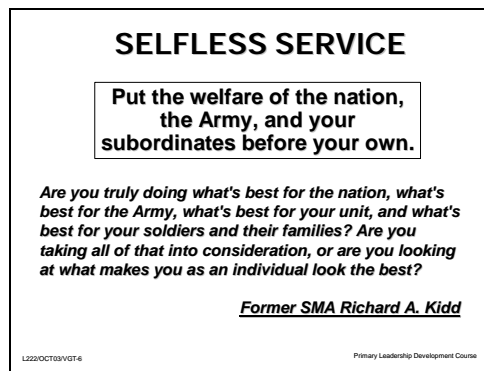
Ref: FM 22-100, pp 2-5 and 2-6, para 2-17 thru 2-21

NOTE: Ask the students why they think respect is important. Your objective is to have the students discuss how religious, ethnic, and racial issues play a role in the big picture of respect. Allow 2 minutes for discussion.

REMOVE VGT-5

SHOW VGT-6, SELFLESS SERVICE

NOTE: Call on a student to read the VGT.



Ref: FM 22-100, 2-6

NOTE: Ask the group if they can put the well being of their country, the Army, their unit, and their subordinates ahead of their own.

Selfless service means doing what's right for the Nation, the Army, your organization, and your people by putting these responsibilities above your own interests. This doesn't mean that you neglect your family or yourself. In fact, such neglect weakens a leader and can cause the Army more harm than good. Selfless service doesn't mean that you can't have a strong ego, high self-esteem, or even a healthy ambition. Rather, selfless service means that you don't make decisions or take actions that help your image or your career by hurting others or sabotaging the mission. A selfish superior will claim credit for the work his subordinates do; the selfless leader gives credit to those who earned it. The Army can only function as a

team, and for a team to work, the individual has to give up self-interest for the good of the whole.

Ref: FM 22-100, p 2-6, para 2-22

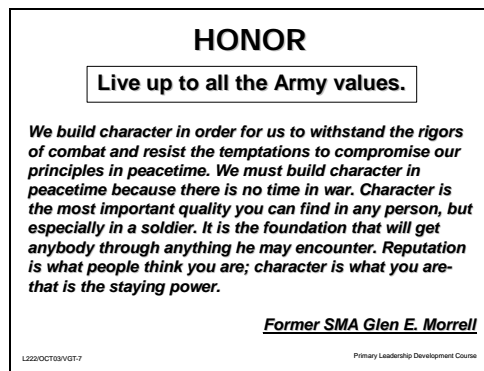
NOTE: Tell the students to go to Student Handout 2 and call on a student to read Vignette 3, Special Forces soldier awarded Silver Star for heroism in Afghanistan on pages 2-5 and 2-6. For the next couple of minutes, generate a discussion on which Army values they can identify from MSG Pryor's actions.

NOTE: There is no right or wrong conclusion to the vignette; the purpose of the vignette is to stimulate the group's discussion on the Army values.

REMOVE VGT-6

SHOW VGT-7, HONOR

NOTE: Call on a student to read the VGT.



Ref: FM 22-100, p 2-7

You can identify individuals with honor because they display a keen sense of right and wrong. They live so that their words and deeds are above reproach. Honor holds the Army values together and at the same time is a value itself. Honor means demonstrating an understanding of what's right and taking pride in the community's acknowledgment of the reputation of understanding and doing what's right.

How you conduct yourself and meet your obligations defines you as a person. Your honor means putting the Army values above your self-interest, career, comfort, and self-preservation. Honor is essential for creating a bond of trust among ourselves and between the Army and the Nation we serve.

Ref: FM 22-100, pp 2-7 and 2-8, para 2-26 thru 2-29

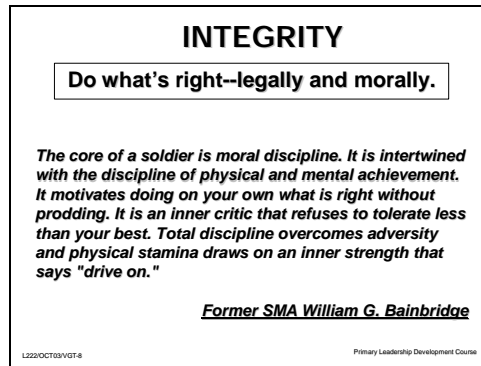
REMOVE VGT-7

NOTE: Tell the students to go to Student Handout 2 and call on a student to read Vignette 4, 17 Heroes on page 2-7. For the next couple of minutes, generate a discussion on which Army values they can identify from the Ranger team's actions.

NOTE: There is no right or wrong conclusion to the vignette; the purpose of the vignette is to stimulate the group's discussion on the Army values.

SHOW VGT-8, INTEGRITY

NOTE: Call on a student to read the VGT.



Ref: FM 22-100, p 2-8

America's Army requires leaders of integrity. Conducting yourself with integrity has three parts:

- Separating what's right from what's wrong.
- Always acting according to what you know to be right, even at personal cost.
- Saying openly that you're acting on your understanding of right versus wrong.

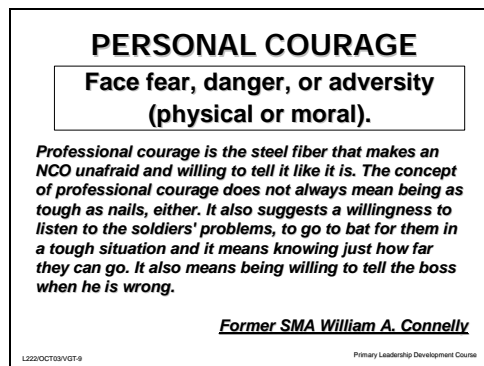
Have you ever noticed that leaders can't hide what they do? That's why you must carefully decide how you act because you are always on display; someone is always watching you. The best way to instill integrity in your soldiers is for you to demonstrate it. There is one thing to remember, and that is your personal values can't conflict with Army values; they should reinforce each other. Your soldiers will see if there is a problem, so start with yourself and your soldiers will follow.

Ref: FM 22-100, pp 2-8 and 2-9, para 2-31 thru 2-33

REMOVE VGT-8

SHOW VGT-9, PERSONAL COURAGE

NOTE: Call on a student to read the VGT.



Ref: FM 22-100, p 2-9

There are two forms of personal courage, physical and moral.

Physical Courage: To overcome the fear of bodily harm and doing your duty.

It's the bravery that allows a soldier to take risks in combat in spite of the fear of wounds or death.

NOTE: Ask students to give some examples of physical courage. Expect responses such as the following: assault a bunker to save buddies or an airborne trainee's first jump from a plane.

Moral Courage: Is the willingness to stand firm on your values, principles, and convictions--even when threatened. It enables you to stand up for what you believe is right, regardless of the consequences. Good leaders display moral courage when they take responsibility for their decisions and actions, even when things go wrong.

NOTE: Ask the group to share their experiences where they have observed leaders displaying moral courage.

Moral courage often expresses itself as candor. Candor means being frank, honest, and sincere with others while keeping your words free from bias, prejudice, or malice. In other words, it's calling things as you see them, even when it's uncomfortable.

Ref: FM 22-100, pp 2-9 and 2-10, para 2-34 thru 2-39

NOTE: Tell the students to go to Student Handout 2 and call on a student to read Vignette 5, Medals of Honor awarded for action in Somalia on pages 2-8 and 2-9. Ask the students to identify which Army values these two soldiers displayed.

NOTE: There is no right or wrong conclusion to the vignette; the purpose of the vignette is to stimulate the group's discussion on the Army values.

REMOVE VGT-9

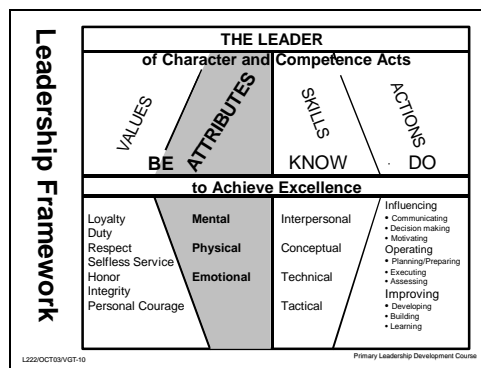
Break: TIME: 00:50 to 01:00

2. Learning Step / Activity 2. Leader Attributes
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 1 hr
Media: VGT-10 and VGT-11

At the beginning of the first hour, we discussed what a leader must BE, and that character consists of values and attributes. We just discussed the seven Army values, so now let's discuss leader attributes.

SHOW VGT-10, LEADERSHIP FRAMEWORK, ATTRIBUTES

NOTE: Call on a student to read the three leader attributes.



Leader attributes influence leader actions. Leader actions always influence the unit. If you are physically fit, you're more likely to inspire your soldiers to be physically fit. Attributes are a person's fundamental qualities and characteristics. We are born with some attributes. For example, our genetic code determines our eye, hair, and skin color. On the other hand, you learn a majority of your other attributes, good or bad, including leader attributes from your childhood environment. The good thing is you can change learned attributes. This VGT shows us the three leader attributes and where they fit into the Army's leadership framework.

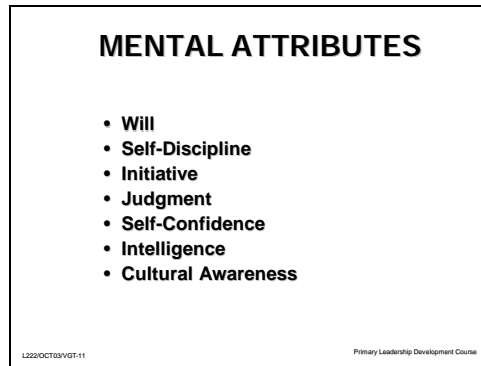
Successful leaders work to improve these attributes. We will discuss each of the major areas in detail of what a leader must BE.

Ref: FM 22-100, p 2-10, para 2-40

REMOVE VGT-10

SHOW VGT-11, MENTAL ATTRIBUTES

NOTE: Call on a student to read the mental attributes.



Will is the inner drive that compels us to keep going when we're exhausted, hungry, afraid, cold, and wet. It enables soldiers to press the fight to its conclusion; it is an essential attribute for all members of the Army and will, without competence, is useless.

Ref: FM 22-100, p 2-11, para 2-42

Self-discipline allows Army leaders to do the right thing regardless of the consequences for them or their subordinates. Under the extreme stress of combat, you and your team might be cut off and alone, fearing for your lives and having to act without guidance or knowledge of what's going on around you. Still, you must think clearly and act reasonably, self-discipline is the key to this kind of behavior. In peacetime, self-discipline gets you and your team out for the hard training. Self-discipline doesn't mean that you never get tired or discouraged; after all you're only human. It means that you do the things that need done regardless of your feelings.

Ref: FM 22-100, p 2-12, para 2-46

Initiative is the ability to be a self-starter. You must act when there are no clear instructions or when the situation changes or the plan falls apart. Initiative should drive you to seek a better method, anticipate what to do, and perform without waiting for instructions. Initiative doesn't just appear; you must develop it in yourself and your soldiers.

Judgment means making the best decision for the situation. It's a key attribute in the art of command and the transformation of knowledge into understanding. Judgment and initiative go hand in hand.

You must weigh what you know during any situation, determine what is important, and make a decision. In some cases, you will have to make decisions under severe time constraints. However, always remember you must take responsibility for your actions.

Self-confidence is the faith that you'll act correctly and properly in any situation, even one in which you're under stress and don't have all the information you want. Self-confidence is important for leaders and teams. Your squad wants you to be self-confident, understand the situation, know what they need to do, and demonstrate that understanding and knowledge. Remember, a self-confident leader instills self-confidence in his soldiers.

Intelligence is more than knowledge. The ability to think isn't the same as book learning. All people have some intellectual ability that, when developed, allows them to analyze and understand a situation. Knowledge is only a part of the equation. Smart decisions, combined with professional skills, experience, and the ability to reason through a problem, make the leader intelligent.

Ref: FM 22-100, pp 2-13 and 2-14, para 2-51 thru 2-57

Culture is a group's shared set of beliefs, values, and assumptions about what's important. You must be aware of cultural factors in three contexts:

- Be sensitive to the different backgrounds of your people.
- Be aware of the culture of the country in which your organization is operating.

- Take into account your partners' customs and traditions when you're working with forces of other nations.

Cultural awareness is crucial to the success of multinational operations. Take time to learn the customs and traditions of the partners' cultures. Learn how and why others think and act as they do. In multi-national forces, effective leaders create a "third culture" that is the bridge or the compromise among partners.

REMOVE VGT-11

NOTE: Call on a student to read "The Will to Persevere" on page 2-11 of FM 22-100. Ask the class to identify the attributes they can connect the reading to and explain why. Allow five minutes to discuss.

The second attribute we will discuss is physical. There are three areas of physical attributes.

QUESTION: What are the three areas of physical attributes?

ANSWER: Health fitness, physical fitness, and military and professional bearing.

Ref: FM 22-100, p 2-16, para 2-67

Health fitness is everything you do to maintain good health. Undergoing routine physical exams, practicing good dental hygiene, and maintaining deployability standards and personal grooming and cleanliness are good examples of physical attributes. Remember that a healthy soldier can out perform an unhealthy soldier in extreme temperatures, humidity, and other conditions.

Unit readiness begins with physically fit soldiers and leaders. Combat drains soldiers physically, mentally, and emotionally. To minimize these effects, you and your soldiers must maintain physical fitness. Physically fit soldiers perform better in all areas, and physically fit leaders to think, decide, and act appropriately under pressure. Physical fitness provides a foundation for combat readiness fitness; therefore, you must train to exceed the standard. Keep in mind that the Army Physical Fitness Test only measures a baseline level of physical fitness; develop a program based on your unit's METL that will challenge your soldiers mentally and physically during PT sessions.

The Army expects you to know how to wear your uniform and to look like a soldier. You must show a sense of pride in yourself and your uniform at all times, and maintain your height and weight standards. Skillful use of your professional bearing--fitness, courtesy, and military appearance--can often help you manage difficult situations. In doing so, your soldiers will emulate your standards.

Ref: FM 22-100, pp 2-16 and 2-17, para 2-67 thru 2-73

The third leader attribute is “emotional attributes.” As a leader, your emotional attributes are self-control, balance, and stability. These emotional attributes contribute to how you feel and, therefore, how you interact with others. When you understand that will and endurance come from emotional energy, you possess a powerful leadership tool. Self-control, balance, and stability also help you make the right ethical choices.

Leaders who are emotionally mature also have a better awareness of their own strengths and weaknesses. Mature leaders spend their energy on self-improvement; immature leaders spend their energy denying there's anything wrong. Mature, less defensive leaders benefit from constructive criticism in ways that immature people cannot.

Ref: FM 22-100, p 2-17, para 2-74 and 2-76

Self-control means controlling your emotions. No one wants to work for a hysterical leader who might lose control in a tough situation. This doesn't mean that you never show emotion. Instead, display the proper amount of emotion and passion--somewhere between too much and too little, in order to tap into your subordinates' emotions. Don't forget that you're on a stage for all to see, and your subordinates are always watching you, so display self-control and inspire the same thing in your squad.

Emotionally balanced leaders display the right emotion for the situation and can also read others' emotional state. Balance is a state of being that allows you to draw

on your experiences and gives insight to your soldiers at the level of urgency required to keep them motivated to drive on.

Stability means staying cool, levelheaded, and steady under pressure and fatigue. It allows you to stay calm in the face of danger and it helps keep your subordinates calm. Display the emotions you want your soldiers to display.

Break: TIME: 01:50 to 02:00

3. Learning Step / Activity 3. Character and orders
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 20 mins
Media: VGT-12 and VGT-13

We discussed earlier that character consists of two interacting sets of characteristics--values and attributes. People enter the Army with values and attributes that they learned and developed over the years. The values and attributes that you bring with you into the Army is just the starting point for character development. Leaders continuously develop Army values and attributes in themselves and their soldiers.

Ref: FM 22-100, p 2-19, para 2-80

Warrior ethos refers to the professional attitudes and beliefs that characterize the American soldier, his fundamental character or spirit. At its core, the warrior ethos grounds itself on the refusal to accept failure.

America is a winner with a proud tradition. We fought, no matter the circumstances, and pulled victory out of the jaws of possible defeat. We did it by overcoming fear, hunger, deprivation, and fatigue. We won because we trained hard and that is the key to victory--hard training. So, warrior ethos is about more than persevering under the worst of conditions. Warrior ethos fuels the fire to fight through those conditions to victory, no matter how long it takes or the effort required. The warrior ethos has links to Army values such as personal courage, loyalty to comrades, and dedication to duty.

Loyalty and duty mean putting your life on the line, even when there's little chance of survival, for the good of a cause larger than yourself.

QUESTION: What Army value is a soldier displaying when he is willing to put his life on the line for the good of the cause?

ANSWER: Selfless service.

Ref: FM 22-100, p 2-21, para 2-87

Warrior ethos is crucial and perishable, so we must continue to affirm, develop, and sustain it in our soldiers and ourselves. It's warrior ethos that connects American warriors today with those whose sacrifices have allowed our very existence.

It's the warrior ethos that spurs the soldier to come up out of the foxhole and attack, even though he is "dog-tired" and hungry. It presses and pushes him to accomplish the mission, to win the battle, to win the war. Such tireless motivation comes in part from the comradeship that springs from the warrior ethos. Soldiers fight for each other; they would rather die than let their buddies down. That loyalty runs front to rear as well as left to right. Mutual support marks Army culture regardless of who you are, where you are, or what you are doing.

Ref: FM 22-100, pp 2-21 and 2-22, para 2-85 thru 2-90

You build and develop character in your subordinates by creating an organization in which Army values are not just words but are, for the lack of a better word, commandments for what soldiers do.

You help develop your soldiers by the example you set and coaching. You hold yourself and your subordinates to the highest of standards so all will accept those standards as the norm.

Ref: FM 22-100, p 2-22, para 2-91

Character is important in living a consistent and moral life, but it doesn't always provide the final answer to a specific question, "What should I do now?" We can all find that answer through ethical reasoning. You will go through the ethical reasoning process later in the course, as part of the four leadership skills leaders must "KNOW."

Making the right choice and acting on it when faced with an ethical question can be difficult. Sometimes it means standing your ground and may mean telling your boss you think he is wrong. This tests your character and it can really get difficult if you believe that an order is illegal.

You learned in "Introduction to Army Leadership" that you execute the boss' decision with energy and enthusiasm with the only exception being if the order is illegal. In fact, it is your duty to disobey illegal orders.

Ref: FM 22-100, p 2-23, para 2-97

NOTE: Ask the class the following question and give the students a couple of minutes to discuss. Once done, show VGT-12.

QUESTION: If you receive what you believe to be an illegal order, what actions do you take?

ANSWER: See VGT-12.

SHOW VGT-12, STEPS TO TAKE BEFORE DISOBEYING AN ORDER BELIEVED TO BE ILLEGAL

STEPS TO TAKE BEFORE DISOBEYING AN ORDER BELIEVED TO BE ILLEGAL

- Be sure you understand the details and the original intent of the order.
- Seek clarification from the person who gave the order by asking, for example:
 - * Did you really want me to steal?
 - * You don't really want me to submit a false report do you?
 - * Do you really want us to shoot the prisoners?
- Always seek legal advice if the question is complex or time permits.

L222OCT03/VGT-12 Primary Leadership Development Course

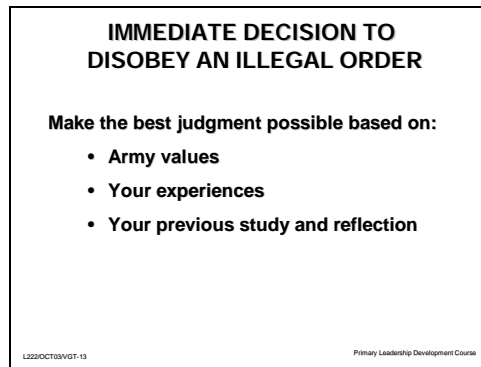
Ref: FM 22-100, p 2-23, para 2-98

REMOVE VGT-12

Now the question comes to mind: What do you do when you don't have time to seek legal advice? What do you do if you are in combat and you need to make a decision?

NOTE: Give the class a moment to think and a couple of minutes to discuss and answer the question. Then, show VGT-13 and compare their answer to those on the VGT.

SHOW VGT-13, IMMEDIATE DECISION TO DISOBEY AN ILLEGAL ORDER



Ref: FM 22-100, p 2-23, para 2-98

REMOVE VGT-13

Knowing the Army values and attributes, coupled with warrior ethos, will assist you when making a decision regarding a possible illegal order.

Beliefs are those things people hold as true based on their upbringing, culture, heritage, families, and traditions. You serve a nation that believes in the notion that people are free to choose their own beliefs and the basis for those beliefs. The Army respects different moral backgrounds and personal convictions--as long as they don't conflict with Army values.

Beliefs are crucial in preparing soldiers for battle. Soldiers often fight and win over tremendous odds when convinced the beliefs that they are fighting for are right. Commitment to beliefs such as justice, liberty, freedom, and not letting down their fellow soldiers can be essential in creating and sustaining the will to fight.

Ref: FM 22-100, p 2-24, para 2-100

CHECK ON LEARNING:

QUESTION: What are the three leader attributes?

ANSWER: Mental, physical, and emotional.

Ref: FM 22-100, p 2-10, Fig 2-2

QUESTION: SGT Johnson informed his squad that the upcoming mission would require them to keep going even though they may get exhausted, wet, and cold. What mental attribute was he asking them to display?

ANSWER: Will.

Ref: FM 22-100, p 2-11, para 2-43

QUESTION: SGT Jones scheduled himself for a routine physical examination. What physical attribute is he following?

ANSWER: Health fitness.

Ref: FM 22-100, p 2-16, para 2-68

QUESTION: When a leader is able to keep a cool head in a dangerous situation, he is maintaining what type of emotional attribute?

ANSWER: Self-control.

Ref: FM 22-100, p 2-18, para 2-77

Break: TIME: 01:50 to 02:00

B. ENABLING LEARNING OBJECTIVE

ACTION:	Interpret what a leader must KNOW.
CONDITIONS:	As a squad leader given a squad of soldiers in a garrison and field environment, FM 22-100, and student handouts.
STANDARDS:	Interpreted the four categories of skills: interpersonal, conceptual, technical, and tactical that a leader must KNOW IAW FM 22-100.

1. Learning Step / Activity 1. The four categories of skill
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 10 mins
Media: VGT-14

Army values and leader attributes form the foundation for the character of leaders. Character, in turn, serves as the basis of knowing (competence) and doing (leadership). FM 22-100 states, "Competence means much more than being well-

trained.” It links character and leadership together. Leaders are responsible for the competence of themselves and their soldiers. Through self-discipline, leaders will constantly look for ways to improve their competence and their soldiers’ competence. Competence results from hard, realistic training.

We will now briefly cover the four categories containing skills a leader must know. We will cover them in detail later in the course.

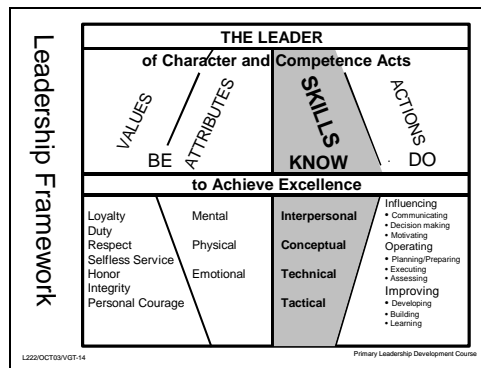
Ref: FM 22-100, pp 2-24 thru 2-26, para 2-104 thru 2-108

QUESTION: What are the four categories containing skills an Army leader must KNOW?

ANSWER: See VGT-14.

NOTE: Allow the students to respond and then show VGT-14.

SHOW VGT-14, LEADERSHIP FRAMEWORK, KNOW



Ref: FM 22-100, p 2-25, Fig 2-3

Interpersonal skills affect how you deal with people. This includes coaching, teaching, counseling, motivating, and empowering.

Conceptual skills enable you to handle ideas. They require sound judgment as well as the ability to think creatively and reason analytically, critically, and ethically.

Ref: FM 22-100, p 2-25, para 2-107

Technical skills are job-related abilities. They include basic soldier skills. To lead your soldiers properly, you must possess the expertise necessary to accomplish all tasks and functions assigned to your section.

Tactical skills apply to solving tactical problems--problems concerning employment of units in combat. You enhance tactical skills when you combine them with interpersonal, conceptual, and technical skills to accomplish a mission.

REMOVE VGT-14

In combat you combine interpersonal, conceptual, technical, and tactical skills to accomplish the mission. You use interpersonal skills to communicate your intent and motivate soldiers. You apply conceptual skills to determine viable concepts of operations, make the right decisions, and execute the mission. You use technical skills to properly employ the techniques and procedures necessary to accomplish the task. You employ tactical skills, combining skills from the other skill categories, with knowledge of the art of tactics appropriate to your level of responsibility to complete the mission.

Ref: FM 22-100, p 2-25, para 2-108

CHECK ON LEARNING:

QUESTION: Which skill category of what a leader must KNOW deals with job-related abilities to include basic soldier skills?

ANSWER: Technical skills.

Ref: FM 22-100, p 2-25, para 2-107

QUESTION: Which skill category of what a leader must KNOW deals with solving tactical problems?

ANSWER: Tactical skills.

Ref: FM 22-100, p 2-25, para 2-107

QUESTION: Which skill category of what a leader must KNOW deals with people?

ANSWER: Interpersonal skills.

Ref: FM 22-100, p 2-25, para 2-107

QUESTION: Which skill category of what a leader must KNOW deals with handling ideas and requires the ability to think creatively?

ANSWER: Conceptual skills.

Ref: FM 22-100, p 2-25, para 2-107

C. ENABLING LEARNING OBJECTIVE

ACTION:	Interpret what a professional NCO must DO.
CONDITIONS:	As a squad leader given a squad of soldiers in a garrison and field environment, FM 22-100, and student handouts.
STANDARDS:	Interpreted the three actions: influencing, operating, and improving that a leader must DO IAW FM 22-100.

1. Learning Step / Activity 1. What a leader must DO
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 15 mins
Media: VGT-15

When preparing to lead soldiers you need Army values, attributes, and skills. If you live up to Army values, display leader attributes and competence and set the example; you'll succeed. On the other hand, if you talk a good game but can't produce when it's time, not only will you fail, your squad will also fail. Leadership begins when you act.

Ref: FM 22-100, p 2-26, para 2-112

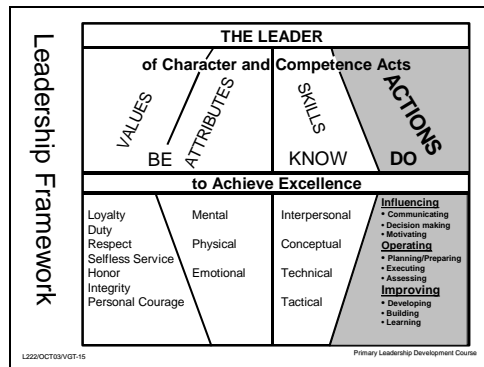
We will briefly discuss the three leadership actions and discuss them in detail later in the course.

NOTE: Ask the following question and then show VGT-15.

QUESTION: What three leader actions make up DO of what a leader must BE, KNOW, DO?

ANSWER: See VGT-15.

SHOW VGT-15, LEADERSHIP FRAMEWORK, DO



Ref: FM 22-100, p 2-26, Fig 2-4

A leader influences, operates, and improves. You must bring together everything that you are, everything that you believe, and everything that you know how to do so you can provide purpose, direction, and motivation.

You use interpersonal skills to guide others toward a goal. As a squad leader you often influence your subordinates face to face when you give instructions, recognize achievements, or encourage hard work.

QUESTION: What three categories make up influencing?

ANSWER: Communicating, decision making, motivating.

Ref: FM 22-100, p 2-27, para 2-113

- **Communicating** involves displaying good oral, written, and listening skills for individuals and groups.
- **Decision making** is using sound judgment, reasoning logically, managing resources wisely, and selecting the course of action most favorable to accomplishing the mission.
- **Motivating** involves inspiring and guiding your soldiers toward mission accomplishment.

Ref: FM 22-100, p 2-27, para 2-113

Operating is what you do to accomplish the immediate mission, to get the job done on time and to standard.

QUESTION: What three actions make up operating?

ANSWER: Planning and preparing, executing, assessing

Ref: FM 22-100, p 2-27, para 2-114

- **Planning and preparing** involve developing detailed, executable plans that are feasible, acceptable, and suitable. They also involve arranging unit support for the operation and conducting rehearsals. During tactical operations, decision making and planning enhances two methodologies, the military decision-making process and troop leading procedures.
- **Executing** involves meeting mission standards, taking care of people, and efficiently managing resources.
- **Assessing** involves evaluating the efficiency and effectiveness of any system or plan in terms of its purpose and mission. The After Action Review (AAR) allows you to review the things done right, wrong, and how to improve them, which leads us into the next action, improving.

Part of your job is to also try and leave your squad in better condition than when you took over. You do this by setting short and long-term goals all the while meeting requirements that may or may not contribute directly to achieving those goals.

You must train your soldiers to perform their duties technically and tactically while being able to withstand the heat of battle. Improving actions fall into three categories:

- **Developing** involves investing adequate time and effort to develop individual subordinates as leaders. This also includes mentoring.
- **Building** involves spending time and resources to improve teams, groups, and units and to foster an ethical climate.

- **Learning** involves seeking self-improvement and organizational growth. It includes envisioning, adapting, and leading change.

Ref: FM 22-100, p 2-28, para 2-116

REMOVE VGT-15

CHECK ON LEARNING:

QUESTION: What are the three major functions of what a leader must DO?

ANSWER: Influencing, operating, and improving.

Ref: FM 22-100, p 2-26, Fig 2-4

QUESTION: What three categories make up influencing?

ANSWER: Communicating, decision making, motivating.

Ref: FM 22-100, p 2-27, para 2-113

QUESTION: Planning and preparing, executing, and assessing fall under which leadership action?

ANSWER: Operating.

Ref: FM 22-100, p 2-27, para 2-114

QUESTION: What leader action are you following if you strive to ensure your squad will be better off when you leave it than when you took charge?

ANSWER: Improving.

Ref: FM 22-100, p 2-28, para 2-116

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Check on Learning

QUESTION: If SGT Wilson is putting the welfare of the nation, the Army, and his subordinates before his own, what Army value is he demonstrating?

ANSWER: Selfless service.

Ref: FM 22-100, p 2-6, para 2-22

QUESTION: Which Army value forms the basis for the rule of law, the very essence of what makes America?

ANSWER: Respect.

Ref: FM 22-100, p 2-5, para 2-17

QUESTION: What are the three major categories under leader attributes?

ANSWER: Mental, physical, and emotional.

Ref: FM 22-100, p 2-10, Fig 2-2

QUESTION: SGT Johnson informed his squad that the upcoming mission would require them to keep going even though they may become exhausted, wet, and cold. What mental attribute was he asking them to display?

ANSWER: Will.

Ref: FM 22-100, p 2-11, para 2-43

QUESTION: SGT Jones discussed with her troops the importance of undergoing routine physical exams. What attribute would this topic fall under?

ANSWER: Physical attributes.

Ref: FM 22-100, p 2-16, para 2-67 and 2-68

QUESTION: What are the four categories containing skills a leader must KNOW?

ANSWER: Interpersonal, conceptual, technical, and tactical skills.

Ref: FM 22-100, p 2-25, Fig 2-3

QUESTION: Influencing, operating, and improving make up the three actions a leader must DO. Under which action does a leader plan and prepare, execute, and assess?

ANSWER: Operating.

Ref: FM 22-100, p 2-27, para 2-114

**Review /
Summarize
Lesson**

In the last three hours we discussed what a leader must BE and established a base of knowledge on the skills and actions of what a leader must KNOW and DO.

Remember that character is the combination of values and attributes that underlie your ability to see what you need to do, decide to do it, and influence others to follow you. You must be competent and possess the knowledge and skills required to do your job right. You must lead by taking the proper actions to accomplish the mission based on what your character tells you is ethically right and appropriate for the situation.

**Transition to
Next Lesson**

Now that you know what you must BE, KNOW, and DO, we will continue to expand your knowledge of Army leadership during the next lesson, L223, The Human Dimension Role in Leader Development.

SECTION V. STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will take a written examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO. Failure to achieve a GO on the examination will result in a retest. Failure of the retest could result in your dismissal from the course.

Feedback Requirements

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

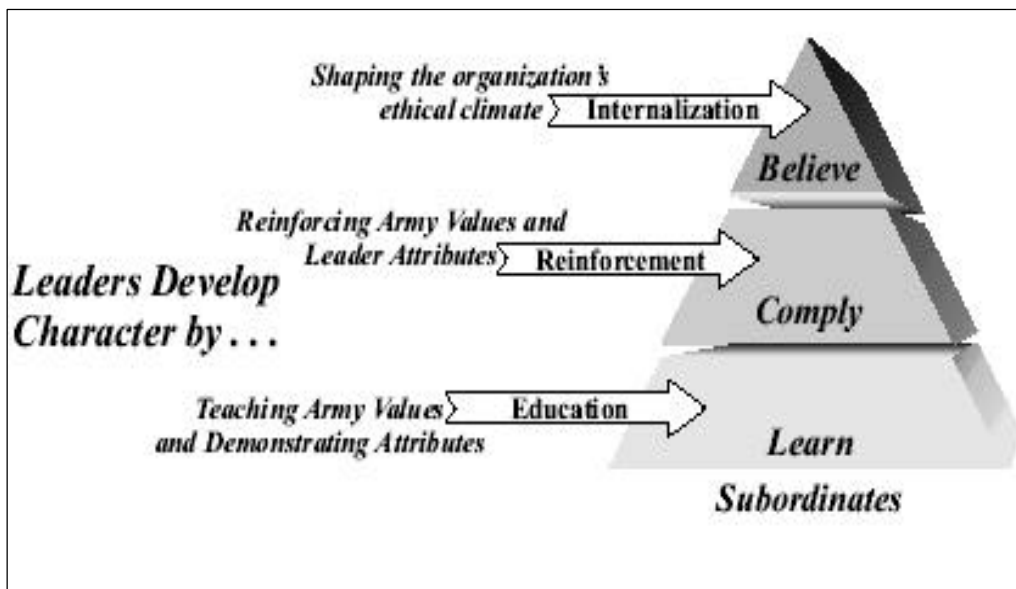
Inform the students where their examination will take place, as posted on the training schedule, and when they will receive feedback on the test. Include any retest information.

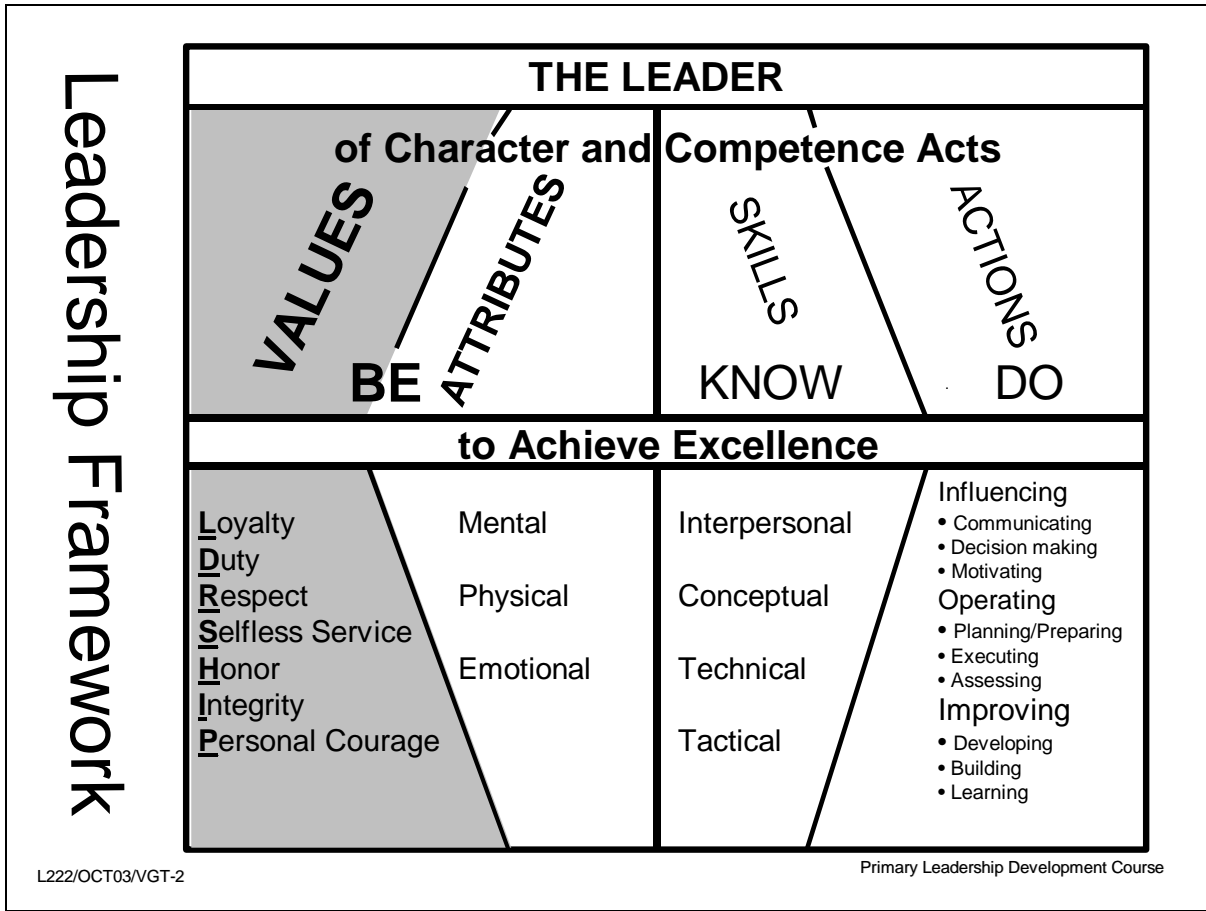
Enabling Learning Objective A

Learning Step 1

VGT-1, Character Development

CHARACTER DEVELOPMENT





LOYALTY

**Bear true faith and allegiance to the
U.S. Constitution, the Army, your
unit, and other soldiers.**

***If I could tell soldiers one thing, it
would be: have faith. Faith in the
Army, the leadership, and their own
ability.***

Former SMA Robert E. Hall

DUTY

Fulfill your obligations.

***It is difficult to be a good
noncommissioned officer. If it had been
easy, they would have given it to the
officer corps.***

Former SMA William A. Connelly

RESPECT

Treat people as they should be treated.

Never say "lower enlisted soldiers"- always say "junior enlisted soldiers." Don't use the term "common soldier"- we are all soldiers in a common cause.

Former SMA Gene C. McKinney

SELFLESS SERVICE

**Put the welfare of the nation,
the Army, and your
subordinates before your own.**

Are you truly doing what's best for the nation, what's best for the Army, what's best for your unit, and what's best for your soldiers and their families? Are you taking all of that into consideration, or are you looking at what makes you as an individual look the best?

Former SMA Richard A. Kidd

HONOR

Live up to all the Army values.

We build character in order for us to withstand the rigors of combat and resist the temptations to compromise our principles in peacetime. We must build character in peacetime because there is no time in war. Character is the most important quality you can find in any person, but especially in a soldier. It is the foundation that will get anybody through anything he may encounter. Reputation is what people think you are; character is what you are—that is the staying power.

Former SMA Glen E. Morrell

INTEGRITY

Do what's right--legally and morally.

The core of a soldier is moral discipline. It is intertwined with the discipline of physical and mental achievement. It motivates doing on your own what is right without prodding. It is an inner critic that refuses to tolerate less than your best. Total discipline overcomes adversity and physical stamina draws on an inner strength that says "drive on."

Former SMA William G. Bainbridge

PERSONAL COURAGE

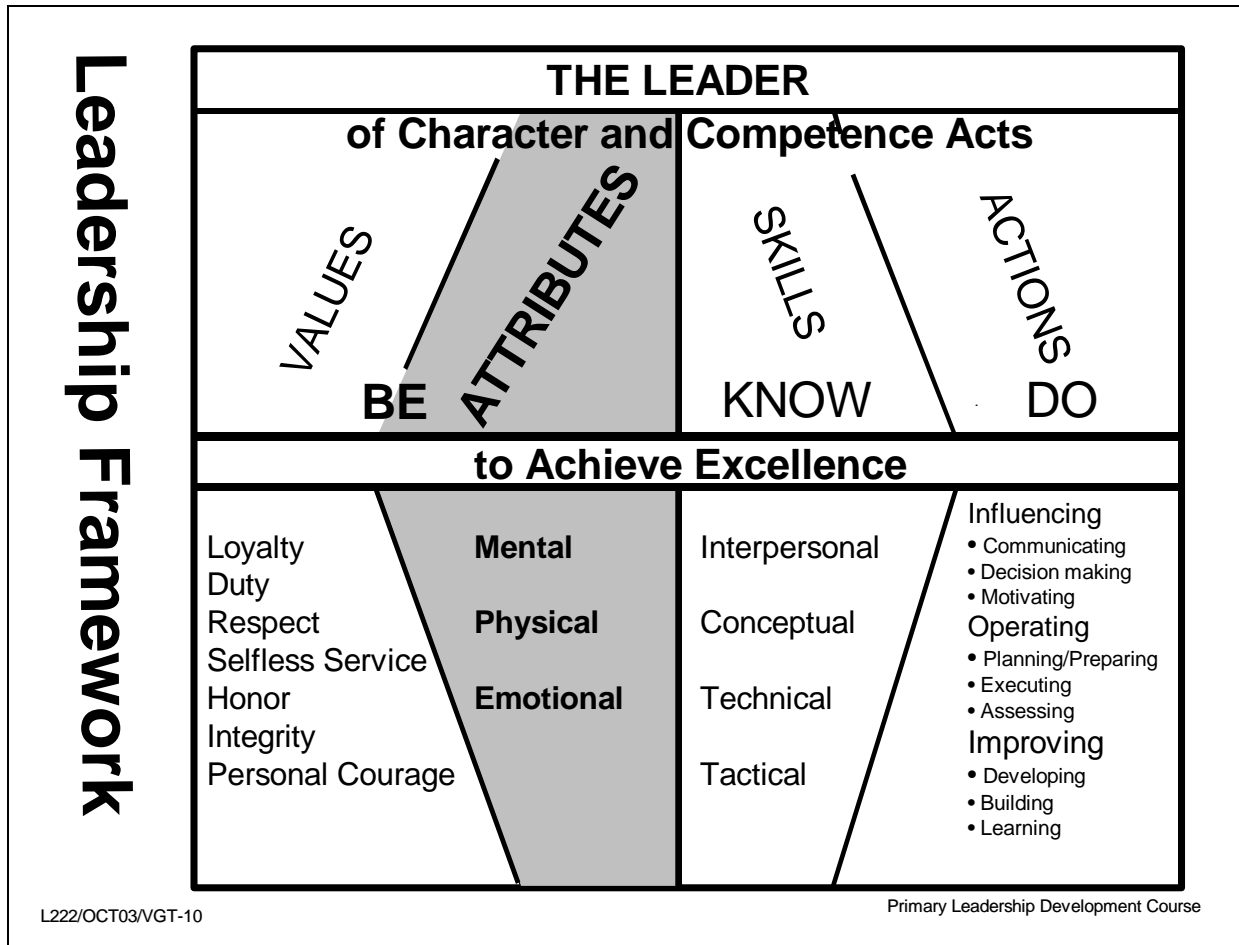
**Face fear, danger, or adversity
(physical or moral).**

Professional courage is the steel fiber that makes an NCO unafraid and willing to tell it like it is. The concept of professional courage does not always mean being as tough as nails, either. It also suggests a willingness to listen to the soldiers' problems, to go to bat for them in a tough situation and it means knowing just how far they can go. It also means being willing to tell the boss when he is wrong.

Former SMA William A. Connelly

Learning Step 2

VGT-10, Leadership Framework, Attributes



MENTAL ATTRIBUTES

- **Will**
- **Self-Discipline**
- **Initiative**
- **Judgment**
- **Self-Confidence**
- **Intelligence**
- **Cultural Awareness**

STEPS TO TAKE BEFORE DISOBEYING AN ORDER BELIEVED TO BE ILLEGAL

- **Be sure you understand the details and the original intent of the order.**
- **Seek clarification from the person who gave the order by asking, for example:**
 - * **Did you really want me to steal?**
 - * **You don't really want me to submit a false report do you?**
 - * **Do you really want us to shoot the prisoners?**
- **Always seek legal advice if the question is complex or time permits.**

IMMEDIATE DECISION TO DISOBEY AN ILLEGAL ORDER

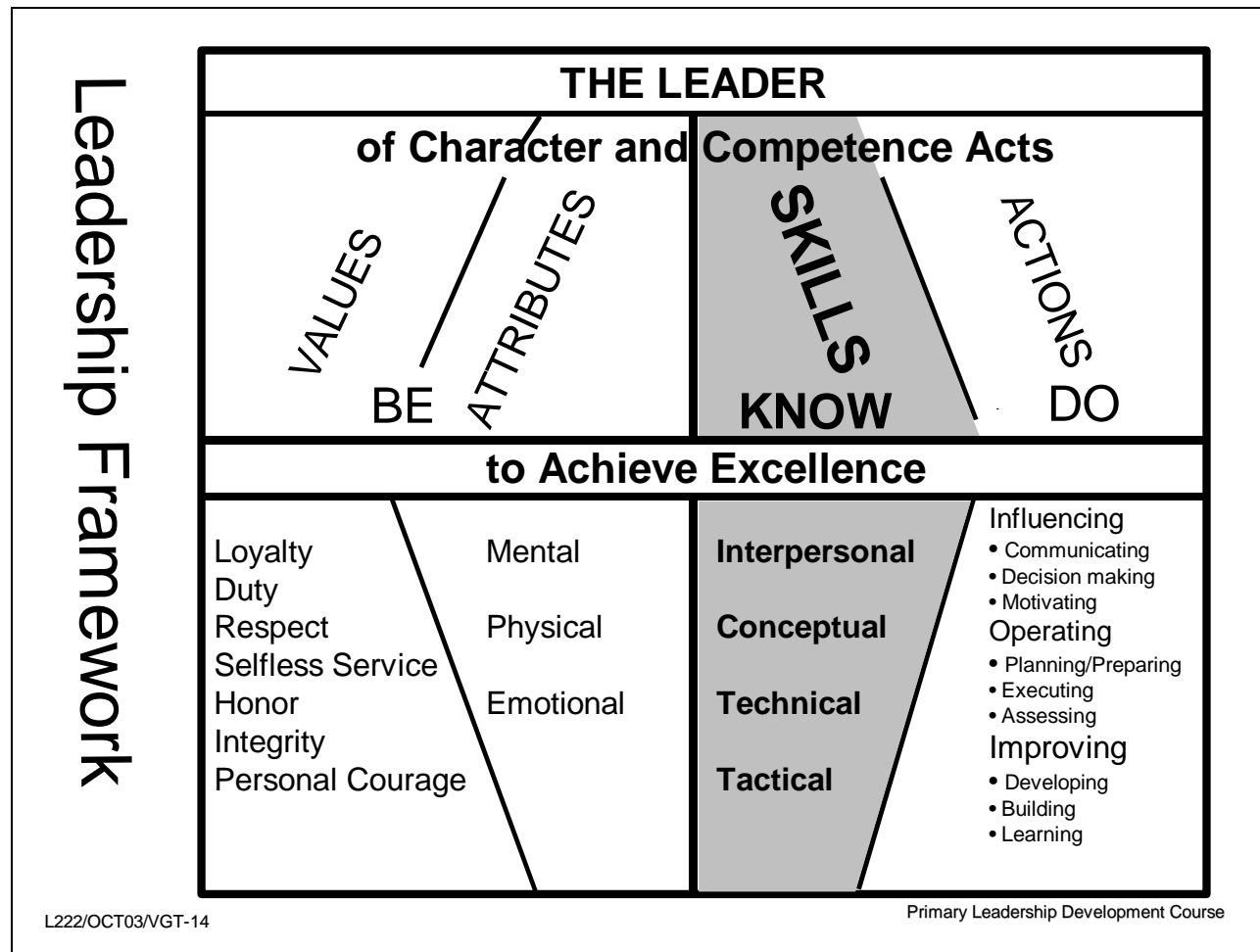
Make the best judgment possible based on:

- **Army values**
- **Your experiences**
- **Your previous study and reflection**

Enabling Learning Objective B

Learning Step 1

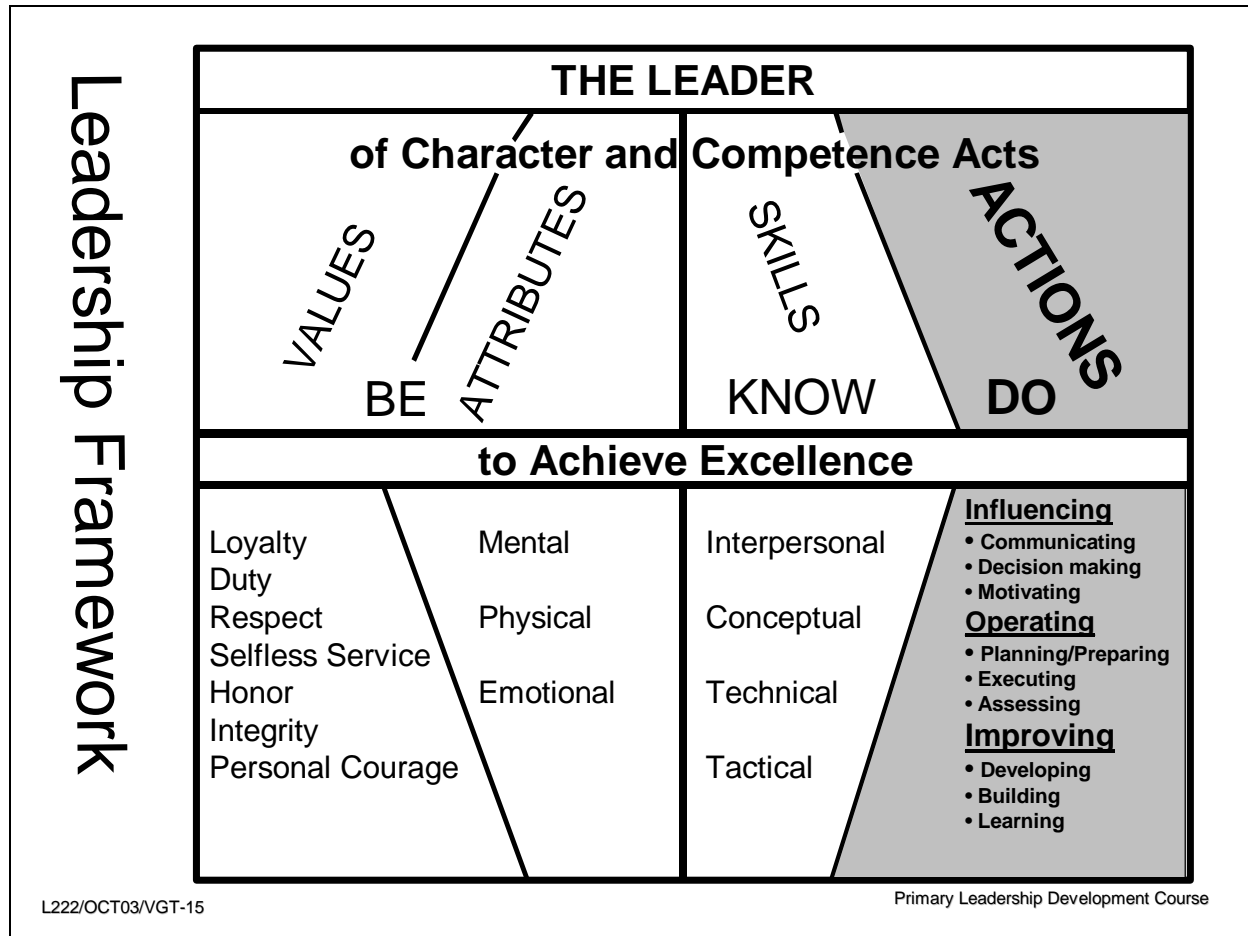
VGT-14, Skills



Enabling Learning Objective C

Learning Step 1

VGT-15, Actions



Appendix B Test(s) and Test Solution(s) (N/A)

Appendix C Practical Exercises and Solutions (N/A)

HANDOUTS FOR LESSON 1: L222 version 1

**This Appendix
Contains** This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Army Values Vignettes	SH-2-1 thru SH-2-9

Student Handout 1

Advance Sheet

Lesson Hours

This lesson consists of three hours of group discussion.

Overview

During this lesson you will learn what you must BE, KNOW, DO to be an effective noncommissioned officer. The primary focus of this lesson is to enhance your knowledge of these characteristics. It will also show you how embracing these characteristics in your approach to leadership reinforces your role as a leader.

Learning Objective

Terminal Learning Objective (TLO).

Action:	Demonstrate the BE, KNOW, DO characteristics necessary to provide effective military leadership.
Conditions:	As a squad leader given a squad of soldiers in a garrison and field environment, FM 22-100, and student handouts.
Standards:	Demonstrated the Army values and attributes that a leader must BE, the skills a leader must KNOW, and the actions a leader must DO to lead soldiers IAW FM 22-100.

ELO A Interpret what a leader must BE.

ELO B Interpret what a leader must KNOW.

ELO C Interpret what a leader must DO.

Assignments

The student assignments for this lesson are:

- Read Student Handouts 1 and 2.
-

Additional Subject Area Resources

None

Bring to Class

- All reference material received.
 - Pencil or pen and writing paper.
-

Note to Students

It is your responsibility to do the homework prior to class. We expect you to come to class prepared and participate in the small group discussion by providing information you learned from your individual study, as well as your personal and observed experiences. Failure to study and read the assignments above will result in your inability to fully participate with the rest of the group. Not having your input affects the group's ability to fully discuss the information.

Student Handout 2

This Student Handout Contains

This student handout contains 8 pages of extracted material from various sources.

Vignette 1	page	SH-2-2
Vignette 2	pages	SH-2-3 and SH-2-4
Vignette 3	pages	SH-2-5 and SH-2-6
Vignette 4	page	SH-2-7
Vignette 5	pages	SH-2-8 and SH-2-9

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Vignette 1

Excerpt from The American Experience/MacArthur's Speeches: "The Corps and The Corps, and The Corps." 12 May 1962.

" . . . Duty - Honor - Country. Those three hallowed words reverently dictate what you ought to be, what you can be, what you will be. They are your rallying points: to build courage when courage seems to fail; to regain faith when there seems to be little cause for faith; to create hope when hope becomes forlorn. Unhappily, I possess neither that eloquence of diction, that poetry of imagination, nor that brilliance of metaphor to tell you all that they mean. The unbelievers will say they are but words, but a slogan, but a flamboyant phrase. Every pedant, every demagogue, every cynic, every hypocrite, every troublemaker, and, I am sorry to say, some others of an entirely different character, will try to downgrade them even to the extent of mockery and ridicule. But these are some of the things they do. They build your basic character, they mold you for your future roles as the custodians of the nation's defense, they make you strong enough to know when you are weak, and brave enough to face yourself when you are afraid. They teach you to be proud and unbending in honest failure, but humble and gentle in success; not to substitute words for actions, nor to seek the path of comfort, but to face the stress and spur of difficulty and challenge; to learn to stand up in the storm but to have compassion on those who fall; to master yourself before you seek to master others; to have a heart that is clean, a goal that is high; to learn to laugh yet never forget how to weep; to reach into the future yet never neglect the past; to be serious yet never to take yourself too seriously; to be modest so that you will remember the simplicity of true greatness, the open mind of true wisdom, the meekness of true strength. They give you a temper of the will, a quality of the imagination, a vigor of the emotions, a freshness of the deep springs of life, a temperamental predominance of courage over timidity, an appetite for adventure over love of ease. They create in your heart the sense of wonder, the unfailing hope of what next, and the joy and inspiration of life. They teach you in this way to be an officer and a gentleman. . . ."

Downloaded on 20 June 2003 from

<http://www.pbs.org/wgbh/amex/macarthur/filmmore/reference/primary/macspeech06.html>

VIGNETTE 2

Excerpt from ArmyLINK News, 9-11 hero recalls Pentagon tragedy

by Master Sgt. Jon Connor

WASHINGTON (Army News Service, Aug. 29, 2002) -- As the anniversary of the 9-11 terrorist attacks on America draws near, one Pentagon "hero's" life has forever been changed in more ways than one -- some good and some not so good.

Regardless, Staff Sgt. Christopher Braman wouldn't change a thing.

On Sept. 11, Braman did what he had to do, and now he's doing what the Army would like him to do -- telling his extraordinary personal experiences during some of this nation's darkest hours.

Immediately following the intended crash of American Airlines Boeing Flight 77 into the west wedge of the Pentagon at 9:38 a.m. on a bright autumn day, Braman offered his body and Army experience to help in any way he could. As it turned out, Braman stayed at the crash site for three days straight looking for life.

As he prepared to go into America's damaged symbolic defense fortress, Braman said he told himself, "Dear Lord, give me the strength for what I'm about to do...follow me through here."

What he then experienced was something unimaginable, or at least, straight out of a war movie. With a fire burning around 2,000 degrees, Braman, an airborne Ranger soldier who was working as a purchasing agent at the Army's General Officer Mess in the Pentagon, had to breathe jet fuel, asbestos, carbon dioxide, human matter, computer and office furniture in his frantic search for survivors.

He recalled the day's horror:

"It had every bit of the smells of combat. It had the screams; it had the fire; the burns and the victims' faces. I'll always remember the victims' faces," Braman recalled. "Not only those I saw on the eleventh, but the next three days.

"I actually saw what death looks like straight in the eyes. I touched it, smelled it, and tasted it.

"Seconds became minutes, and minutes became hours. The next thing I knew it was 1:47 in the afternoon. I was very fortunate to get out before that area collapsed. I can't explain why things happen."

During one search, Braman heard a clapping sound. As he went to it, he discovered a woman who couldn't speak because of intense smoke inhalation, but was able to clap for help.

That woman was Sheila Moody, an Army civilian accountant.

Later, Moody would call Braman her "guardian angel" on the Oprah Winfrey television show. That title, Braman said, is all the reward he'll ever need for rescuing her.

Not surprisingly, Moody, who is married with three adult-aged children and whose husband is an Army reservist, has a special bond with Braman.

"She wants to hold me and thank me. In her eyes, she told me, she couldn't thank me enough. I tell her that 'seeing that smile on her face is thanks enough,' " he said.

As fate would have it, Moody was the only survivor of 40 people from her office.

As chaos unfolded, the then 33-year-old Braman would not leave the crash site despite orders from other higher-ranking Army personnel acting on information about another hijacked jet heading toward the Pentagon. Braman then volunteered to be the noncommissioned officer-in-charge of the new morgue recovery team.

Braman attributed his Ranger training for thinking on his feet.

"I just reacted that day. The military trained me and God kept me safe," Braman said, labeling the crash scene as the "most organized chaos" he had ever seen.

As Braman explained, Rangers never leave a fallen comrade at any cost. As far as he was concerned, his Army family lay in the Pentagon.

Leaders like Sgt. Maj. of the Army Jack Tilley and Secretary of Defense Donald Rumsfeld, to name a few, were helping rescue efforts too.

"That's leadership leading from the front," Braman said. "That's what being in the military is all about. That's brotherhood."

After three incredible and exhausting days, the Army and Braman knew it was time for him to go home and begin his own recovery. (If you desire to read the remainder of the article you may do so at the web address below.)

Downloaded from <https://www.dtic.mil/armylink/news/Aug2002/a20020829911hero.html>

VIGNETTE 3

Special Forces soldier awarded Silver Star for heroism in Afghanistan

By Spc. Kyle J. Cosner

June 16, 2003

Master Sgt. Anthony S. Pryor, a team sergeant with Company A, 1st Battalion, 5th SFG, received the Silver Star Medal for his gallantry in combat during the raid when he single-handedly eliminated four enemy soldiers, including one in unarmed combat, all while under intense automatic weapons fire and with a crippling injury.

On Jan. 23, 2002, Pryor's company received an order from the U.S. Central Command to conduct their fourth combat mission of the war - a sensitive site exploitation of two compounds suspected of harboring Taliban and al Qaeda terrorists in the mountains of Afghanistan.

Because of the presence of women and children within the compounds, Pryor said aerial bombardment was not considered an option. Once on the ground, the company was to search for key leadership, communications equipment, maps and other intelligence.

Sgt. 1st Class Scott Neil was one of the team members there with Pryor that night at the second compound. A Special Forces weapons sergeant, he fought on Pryor's team as a cell leader and found himself momentarily pinned down by the sudden hail of bullets after the team's position was compromised.

"After the initial burst of automatic weapons fire, we returned fire in the breezeway," Neil said. "It was a mental spur - after we heard the words 'let's go,' everything just kind of kicked in."

Moments later, though, the team became separated in the confusion, but with the situation desperate for the Special Forces soldiers against a determined and larger-than-expected enemy, Pryor and one of his teammates kept moving forward, room to room. They began to enter a room together, but another enemy soldier outside the room distracted the team member, so he stayed outside to return fire.

Pryor first encountered an enemy that was charging out of the room and assisted in eliminating him. Then, without hesitation, Pryor moved ahead into the room and found himself alone with three more enemy soldiers.

According to Pryor, the next two enemies he saw were firing their weapons out of the back of the room at his men that were still outside the compound.

"I went in, and there were some windows that they were trying to get their guns out of to shoot at our guys that hadn't caught up yet," he said. "So I went from left to right, indexed down and shot those guys up. I realized that I was well into halfway through my magazine, so I started to change magazines. Then I felt something behind me, and thought it was (one of my teammates) - that's when things started going downhill."

Pryor said it was an enemy soldier, a larger-than-normal Afghan, who had snuck up on him.

"There was a guy back behind me, and he whopped me on the shoulder with something, and crumpled me down."

Pryor would later learn that he had sustained a broken clavicle and a dislocated shoulder during the attack.

"Then he jumped up on my back, broke my night-vision goggles off and starting getting his fingers in my eyeballs. I pulled him over, and when I hit down on the ground, it popped my shoulder back in."

Pryor said that after he stood up, he was face to face with his attacker. Pryor eliminated the man during their hand-to-hand struggle.

Pryor had now put down all four enemies, but the fight wasn't over yet.

"I was trying to feel around in the dark for my night-vision goggles, and that's when the guys I'd already killed decided that they weren't dead yet."

Pryor said that it was then a race to see who could get their weapons up first, and the enemy soldiers lost. He then left the room and rejoined the firefight outside. When the battle ended, 21 enemy soldiers had been killed. There were no American casualties, and Pryor had been the only soldier injured.

"Tony is getting a Silver Star because he entered a room by himself, and he engaged the enemy by himself," said Sgt. 1st Class James Hogg, a Special Forces medical sergeant on Pryor's team. "He elevated his pure soldier instinct and went to the next level, and that's what this award is recognizing. He didn't stop after his initial battle, and continued to lead."

Leading his soldiers, despite his injuries, is something Neil said that Pryor couldn't seem to stop doing.

"As soon as he left that room, he came running up to me and wanted to know if everybody was okay," Neil said, describing Pryor after he had emerged from his four-on-one fight. "He never mentioned anything about what went on ... and during the whole objective and as the firefight continued, he never stopped. He was always mission-first, and that's what his Silver Star is all about."

Pryor is the third Special Forces soldier to receive the Silver Star Medal for actions during Operation Enduring Freedom. The other two, Master Sgt. Jefferson Davis and Sgt. 1st Class Daniel Petithory, also of the 5th SFG (Abn.), received theirs posthumously.

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Vignette 4

17 heroes

Issue Date: January 27, 2003

Soldiers, airman from Ranger team awarded Silver, Bronze Stars for valor in Afghanistan war's deadliest day

By **JANE MCHUGH**

TIMES STAFF WRITER

"It would have been much nicer to have received a lesser award and come home with everybody alive," said Sgt. Eric W. Stebner, 27, who was decorated with a Silver Star as squad leader in the mission.

The dramatic chain of events that culminated in the battle started at 3 a.m. March 4 when gunfire slammed into a MH-47 helicopter hovering over the ridge during a special-operations insertion. The impact knocked Navy SEAL Neil Roberts out of the chopper and into an instant firefight with the enemy. The chopper flew off to safety; the SEAL team regrouped, then returned in a chopper insertion to retrieve Roberts.

Once on the ground, though, they were overwhelmed by al-Qaida and Taliban forces, triggering a rescue mission by the 20 members of the 1-75 quick reaction force, who boarded two choppers and took off for Takur Ghar.

Valor in battle

When the Rangers arrived just before dawn, however, enemy fire knocked out the right engine on the chopper that had gone into the landing zone — the other held to the rear in a holding pattern — it crash-landed in terrain surrounded by enemy forces. The Rangers did not know the SEALs already had pulled back down the mountain. Three Rangers were shot and killed upon landing. Another soldier, chopper crewman Sgt. Philip J. Svitak, was shot to death as he laid cover fire for team members scrambling out of the back of the helicopter.

Some Rangers were too wounded to move. Others, although badly hurt, managed to help the uninjured battle the enemy.

Meanwhile, Roberts had been killed. The second Ranger chopper arrived to help, but had to land well below the fighting. Soldiers from that chopper had to struggle up the 45- to 70-degree slope in 3 feet of snow, weighed down by their weapons, body armor and equipment.

They joined their comrades against enemy forces that were greater in number and hunkered into fortified positions, in a battle that would go on into the dark of night. Finally, at about 8 p.m., the Rangers were able to call in airstrikes and kill off the enemy.

When it was all over, the body count was seven American dead, the most killed in a single day of combat since 1993, when 18 U.S. troops were killed in Mogadishu, Somalia.

The platoon leader, Capt. Nathan E. Self, was credited with especially heroic actions, and received the Silver Star, Bronze Star and Purple Heart. He was in the first helicopter. Although hit in the thigh by shrapnel from a rocket-propelled grenade, he managed to return fire, call for air support on enemy locations and organize the able-bodied Rangers to fight and move casualties.

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Vignette 5

MEDALS OF HONOR AWARDED FOR ACTION IN SOMALIA

*GORDON, GARY I.

Rank and organization: Master Sergeant, U.S. Army. Place and date: 3 October 1993, Mogadishu, Somalia. Entered service at: ----- Born: Lincoln, Maine. Citation: Master Sergeant Gordon, United States Army, distinguished himself by actions above and beyond the call of duty on 3 October 1993, while serving as Sniper Team Leader, United States Army Special Operations Command with Task Force Ranger in Mogadishu, Somalia. Master Sergeant Gordon's sniper team provided precision fires from the lead helicopter during an assault and at two helicopter crash sites, while subjected to intense automatic weapons and rocket propelled grenade fires. When Master Sergeant Gordon learned that ground forces were not immediately available to secure the second crash site, he and another sniper unhesitatingly volunteered to be inserted to protect the four critically wounded personnel, despite being well aware of the growing number of enemy personnel closing in on the site. After his third request to be inserted, Master Sergeant Gordon received permission to perform his volunteer mission. When debris and enemy ground fires at the site caused them to abort the first attempt, Master Sergeant Gordon was inserted one hundred meters south of the crash site. Equipped with only his sniper rifle and a pistol, Master Sergeant Gordon and his fellow sniper, while under intense small arms fire from the enemy, fought their way through a dense maze of shanties and shacks to reach the critically injured crew members. Master Sergeant Gordon immediately pulled the pilot and the other crew members from the aircraft, establishing a perimeter which placed him and his fellow sniper in the most vulnerable position. Master Sergeant Gordon used his long range rifle and side arm to kill an undetermined number of attackers until he depleted his ammunition. Master Sergeant Gordon then went back to the wreckage, recovering some of the crew's weapons and ammunition. Despite the fact that he was critically low on ammunition, he provided some of it to the dazed pilot and then radioed for help. Master Sergeant Gordon continued to travel the perimeter, protecting the downed crew. After his team member was fatally wounded and his own rifle ammunition exhausted, Master Sergeant Gordon returned to the wreckage, recovering a rifle with the last five rounds of ammunition and gave it to the pilot with the words, "good luck." Then, armed only with his pistol, Master Sergeant Gordon continued to fight until he was fatally wounded. His actions saved the pilot's life. Master Sergeant Gordon's extraordinary heroism and devotion to duty were in keeping with the highest standards of military service and reflect great credit upon him, his unit and the United States Army.

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*SHUGHART, RANDALL D.

Rank and organization: Sergeant First Class, U.S. Army. Place and date: 3 October 1993, Mogadishu, Somalia. Entered service at: ----- Born: Newville, Pennsylvania. Citation: Sergeant First Class Shughart, United States Army, distinguished himself by actions above and beyond the call of duty on 3 October 1993, while serving as a Sniper Team Member, United States Army Special Operations Command with Task Force Ranger in Mogadishu, Somalia. Sergeant First Class Shughart provided precision sniper fires from the lead helicopter during an assault on a building and at two helicopter crash sites, while subjected to intense automatic weapons and rocket propelled grenade fires. While providing critical suppressive fires at the second crash site, Sergeant First Class Shughart and his team leader learned that ground forces were not immediately available to secure the site. Sergeant First Class Shughart and his team leader unhesitatingly volunteered to be inserted to protect the four critically wounded personnel, despite being well aware of the growing number of enemy personnel closing in on the site. After their third request to be inserted, Sergeant First Class Shughart and his team leader received permission to perform this volunteer mission. When debris and enemy ground fires at the site caused them to abort the first attempt, Sergeant First Class Shughart and his team leader were inserted one hundred meters south of the crash site. Equipped with only his sniper rifle and a pistol, Sergeant First Class Shughart and his team leader, while under intense small arms fire from the enemy, fought their way through a dense maze of shanties and shacks to reach the critically injured crew members. Sergeant First Class Shughart pulled the pilot and the other crew members from the aircraft, establishing a perimeter which placed him and his fellow sniper in the most vulnerable position. Sergeant First Class Shughart used his long range rifle and side arm to kill an undetermined number of attackers while traveling the perimeter, protecting the downed crew. Sergeant First Class Shughart continued his protective fire until he depleted his ammunition and was fatally wounded. His actions saved the pilot's life. Sergeant First Class Shughart's extraordinary heroism and devotion to duty were in keeping with the highest standards of military service and reflect great credit upon him, his unit and the United States Army.

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